

Core Question 3: Is the organization effective and well run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the overall effectiveness of the organization. Core Question 3 consists of three indicators designed to measure schools on leadership ability and communication, school level operations, turnaround operator management and facilities.

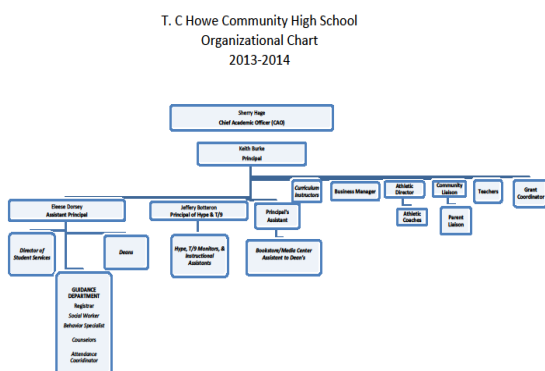
3.1. Is the school leader strong in his or her academic and organizational leadership?		
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators with no evidence of a credible plan to address the issues.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.
3.1 Rating	The school leader is Approaching Standard on this indicator for 2013-14.	
Sub-Indicators	Sub-indicators	
	Demonstrates sufficient academic and leadership experience	
	Has stable leadership in key administrative positions	
	Effectively communicates with school staff, has clear systems for decision-making and addresses areas of deficiency in a timely manner in accordance with requirements set forth by OEI	
	Abides by all policies, rules and regulations including all applicable federal and state laws	
	Has established clear roles and responsibilities among school staff	
	Engages in continuous process of improvement and makes mid-course corrections if needed	
	Effectively communicates the school's mission and vision to both internal and external stakeholders	

Informs and consults with the school's turnaround operator on key matters impacting the school and fosters a culture of shared accountability.

As the principal of Thomas Carr Howe Community High School, Mr. Keith Burke brings several years of experience in education. He displayed organizational and leadership skills, effectively communicated school staff and members of his administrative team, and created a culture of shared accountability at the school. In addition, he communicated issues or concerns to the Mayor's Office of Education Innovation in a timely manner.

Mr. Burke worked to ensure there were clear systems for decision-making and that areas of deficiency were addressed in a timely manner. However, there were at times a lack of clarity around roles and responsibilities among the administrative team. The hire of an additional staff member to assist the schools with areas of deficiency caused some confusion among teachers in terms of the reporting structure and made it challenging for Mr. Burke to be embraced as the principal. The Director of Turnaround Schools provided feedback to the operator and steps were immediately taken to establish a clear chain of command which resulted in a more collaborative environment.

Organizational Chart



While Mr. Burke was successful in communicating overall school progress with both internal and external stakeholders, he could have utilized data to a greater degree when discussing school performance. Ms. Eleese Dorsey, Assistant Principal, excelled in communicating quantitative progress and was effective at working with instructors to make more data-driven instructional decisions. Mr. Burke and Ms. Dorsey were receptive to feedback from OEI, were active participants in monthly compliance meetings and always proactive in improving upon existing systems and processes.

Mr. Burke effectively communicated with CSUSA on school related matters and worked well with the administrative team to foster an environment conducive to the success of students. While there was effective communication between Mr. Burke

and CSUSA, roles and responsibilities between school leadership and CSUSA were, at times, not clearly defined. As previously stated, the hiring of an additional staff person mid-year caused some confusion and somewhat diminished the existing autonomy afforded Mr. Burke.

Throughout the school year, Mr. Burke effectively communicated the mission and vision of the school with external stakeholders. However, there needed to be a greater emphasis placed on communicating policies and procedures to parents and families.

While there was no turnover in leadership during the school year, both Mr. Burke and Ms. Dorsey left at the close of the 2013-14 school year. While the departure of both is cause for concern, other key leaders remained and were able to provide somewhat more stability.

Overall, an assessment of Thomas Carr Howe Community High School's leadership revealed some minor concerns. Therefore, the operator received an **Approaching Standard** on this indicator for 2013-14.

3.2. Is the turnaround operator knowledgeable and abides by contract and memorandum of understanding obligations, appropriate policies, systems and processes in its management of the school?		
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators with no evidence of a credible plan to address the issues.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.
3.2 Rating	The turnaround operator is Meets Standard on this indicator for 2013-14.	
Sub-indicators	Sub-indicators	
	Effective and regular communication with school leadership	
	Effective and regular communication with the Mayor's Office of Education Innovation	
	Adherence to guidelines set forth in all contracts and memorandums of understanding and abides by applicable federal and state laws;	
	Working with the school leader to establish clear objectives, priorities, goals and holding the school leader accountable for student achievement and performance	
	Holding itself accountable for the performance of the school under its operation	
	Requesting and disseminating information in a timely manner to key stakeholders including but not limited to the school under its operation, Mayor's Office of Education Innovation	
	Engaging the school leader and staff in a manner that is conducive to the success of the school	

At the start of the 2013-14 school year, there were challenges in terms of regular communication and the use of effective channels between CSUSA and the Mayor's Office of Education Innovation. The challenges experienced at the start of the school year were remedied by the operator in a timely manner and communication remained effective throughout the remainder of the school year. CSUSA effectively communicated with school leadership and held Mr. Burke accountable for the performance of all internal stakeholders—teachers, staff, and students. CSUSA conducted performance evaluations, QUEST team visits and distributed surveys in an effort to gauge progress and performance, and hold leadership accountable.

CSUSA utilized the recommendations and feedback provided by Pensarus Consulting Solutions via the external evaluation to further assess progress.

CSUSA also took into account the feedback and recommendations of the Director of Turnaround Schools to ensure progress towards established goals and objectives. The recommendation from the Director of Turnaround Schools to hire a Regional Director to assist school leadership at the start of the school year was implemented with the hire of Ms. Teresa Brown during the fourth quarter of 2013-14.

CSUSA engaged Mr. Burke and his administrative team in a manner that was conducive to success. As stated in Core Question 3.1, greater autonomy could have been given to Mr. Burke to make critical decisions as the person leading the day-to-day operations. Particularly after an additional staff member was hired to assist the school and the change created some challenges for staff in terms of reporting procedures. Nonetheless, the lack of autonomy did not hinder his ability as school leader to ensure staff and students thrived in the environment.

CSUSA worked to adhere to all guidelines set forth in all contracts and memorandums of understanding while also abiding by applicable state and federal laws. CSUSA also worked to disseminate information in a timely manner to key stakeholders and proactively notified the Director of Turnaround Schools of any information delays. The school met standard on all the sub-indicators and **Meets Standard** on this indicator for 2013-14.

3.3. Does the turnaround operator comply with contract and memorandum of understanding obligations, and applicable laws relating to the safety and security of the facility?		
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators with no evidence of a credible plan to address the issues.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
3.3. Rating	The turnaround operator is Approaching Standard for this indicator for 2013-14.	
Sub-indicators	Sub-indicators	
	Compliance with all health and safety requirements	
	Ensures the facility is accessible to all students	
	Maintains and updates, as needed, a safety and emergency management plan	

	The facility is well suited to meet the curricular and social needs of the students, faculty, and members of the community
	The facility is secure and provides the necessary personnel to provide a safe environment for all.

In 2013-14, the Thomas Carr Howe High School facility met all health and safety code requirements. The school was accessible to all, including people with physical disabilities. The facility was well suited to meet the curricular and social needs of staff, parents and community stakeholders.

While there were challenges in the beginning of the school year in terms of stable security, CSUSA worked to quickly resolve them. Though the challenges of stable and consistent security were resolved by the operator, the school still struggled in that there was inconsistency in the presence of front office staff. There were multiple site visits from the Mayor's Office of Education Innovation in which there was no visible presence in the front office upon entering the facility.

In addition, there were instances in which there was a noticeable waiting period before anyone came to assist. The front office attendant was not consistently present which is a concern for safety and security reasons and could also hinder community engagement efforts. The school may want to look at having multiple employees stationed up front so that there is always a presence to assist parents, students and visitors. The Mayor's Office of Education Innovation monitoring of Thomas Carr Howe Community High School's compliance with all facility requirements revealed some minor concerns related to these obligations, therefore, the operator was **Approaching Standard** on this indicator for 2013-14.